Montana Schools

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School Personnel Wait to Learn

Anaconda's Future?

The anticipated effects of the closure of the Anaconda Copper Company plant loom over the people of Anaconda like the physical presence of the smokestack over the town. No one in the community is left untouched, either directly or indirectly, by the plant closure. Just as the copper company shaped the community's past, the community now awaits the course its destiny will take as determined by the company's action.

The ripple effects of the closure have not been fully felt, yet, but the uncertainty of the future for Anaconda and its townspeople is omnipresent. Every person, organization and institution is waiting—waiting to see what will happen. Whatever changes occur in Anaconda will also affect the schools—an important segment of the community whose fate hinges on the larger social, economic milieu.

Gene Lutey, President of the Chamber of Commerce, said he doesn't foresee a big decline in Anaconda's population this year because money is still available to those laid-off and many are held from moving by home ownership. Lutey believes that out of the 1,100 laid off, approximately 400 Anaconda jobs were acutally lost. He said that many workers with seniority will get into the mill at Butte; 78 have jobs with the Butte, Anaconda and Pacific (BAP) railroad (which is a company railroad, but a separate entity); some will find jobs at the foundry which was recently purchased for operation under private ownership; and, near 150 workers are Butte and Deer Lodge residents. Other projections indicate that as many as 100 smelter workers may have environmental protection related jobs at the smelter.

However, Anaconda businesses are already feeling the effects of the September plant closure and the five-month strike. Lutey estimates that since September, the average gross loss to businesses is 20 percent.

"By election time, many Anacondans will have been out of work for nearly a year."

Thus far, businesses have received no state or federal aid, such as small business loans. We're tyring to stay optimistic, but things could turn bleak after January," he said.

On the positive side, the Anaconda Company has donated 58 acres of land to Anaconda's Local Development Corporation which should prove to be an attraction for new industry. Also, a Task Force was created after the closure announcement as a coordinating body to aid the county commissioners and residents of Anaconda and Deer Lodge County. The task force is composed of representatives from the schools, churches, Chamber of Commerce, Local Development Corporation, unions, newspaper and county commissioners. The task force is looking into the possibility of attracting industries, obtaining small business loans and disseminating information.

Conditions in the school district are different from the business community, but, nevertheless, the schools are affected in many areas.

Statistics for the Anaconda school district indicate that enrollment, as of September 1, 1980, was 2,604 as compared to 2,720 for September 1, 1979. Although one would quickly attribute this drop in enrollment to the plant closure, this is not the reason for the decline, according to Daniel Marinkovich, superintendent of Anaconda District 10.

"The drop in enrollment is part of a national downward enrollment trend. Most districts are probably experiencing this drop," he said. "From September 3, 1980, the first day of school, until November 7, the end of the first nine weeks, the entire district lost 111 students; 65 of these students were lost prior to the closure. The enrollment for this year is down only nine from our prediction for October 1, 1980."

The situation in Great Falls' schools is similar, in spite of the fact that the impact is more severe in Anaconda because it is essentially a one-company town, whereas, Great Falls has a more diversified business economy.

Whatever changes occur in Anaconda will also affect the schools—an important segment of the community whose fate hinges on the larger social, economic milieu.

Dr. Harold Wenaas, Great Falls District 1 superintendent, said, "The refinery closure has had no effect on the schools, yet. But, over the next three years, we anticipate the net effect on students in the district to be 302. That's 151 for 1981-82; 76 in 1982-83; and 75 in 1983-84."

Wenaas said the possibility of closing schools in Great Falls is due not only to the refinery closure but also to other factors, such as a normal decline in school enrollment and a projected loss of 275 students from the phasing-out of operations during the next few years at the North American Air Defense Command (NORAD) in Great Falls.

Anaconda superintendent Marinkovich said all the present school programs, services and curriculum in the district will continue to exist and operate as usual for the balance of the school year.

"We're trying to keep things in school as normal as possible," Marinkovich said

He explained that it is difficult to make any plans for next year, since the district doesn't know what will actually happen. "We're trying to look at all the probabilities that might occur. A mass exodus of students could take place; then again, we could have a trickle of students who are leaving."

The district must look at what happens during the legislature, funds available, new industry that might come to Anaconda and the mill levy, he said.

"No school in Montana has ever gone through this before. I've turned to Youngstown, Ohio and Bisbee, Arizona—two places that have gone through comparable situations, but things weren't as bad as here because they had other industries. However, the school superintendent in Youngstown said there was no mass exodus but rather a gradual attrition. Five schools were eventually closed," Marinkovich said.

Even though enrollment has not declined in the Anaconda school district, the plant closure has produced other changes in the school system. For example, there has been a great increase in the number of free or reduced lunches. Theresa Wilson, who accepts applications for free lunches at Anaconda High School, said two-thirds of the students are eating free lunches, and free lunches have doubled since last year.

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Focus on book censorship

Policies help protect academic freedom

"Academic freedom is rather well established in the institutions of higher learning . . . . But there is not as yet general acceptance of academic freedom for students or teachers at the elementary or secondary level of education." A censorship survey conducted by the National Council of Teachers of English.(NCTE) in 1977 further stated that "censorship pressure is a prominent and growing part of school life."

There are a number of policies that can be adopted by school boards, as well as practices for teachers, librarians and administrators, that will lessen the likelihood of censorship becoming an issue in a community.

"Most teachers select materials to be integrated with other materials in any given class," according to Larry Diebold, executive secretary of the Montana Education Association in an interview conducted last year. "They have a goal in mind and the materials help them reach that goal," he said.

Everyone, however, is somewhat vulnerable to attacks of would-be textbook censors, Diebold said. "The best approach to avoid censorship is to have a systematic way to evaluate books."

School personnel must balance on the delicate line between the selection and censorship of library and textbooks. They must maintain freedom for ideas, freedom to teach and freedom to learn. They must also assure parents that the materials their children read are appropriate and necessary.

"Attacks usually come from special interest groups . . . who don't fully understand the materials or know how they fit into the curriculum the teacher has planned."

At a recent NCTE convention, Lee Burress of the University of Wisconsin recommended steps that could be taken by teachers to protect themselves against censorship and to deal with charges as they arise.

- Do the best professional job possible—that is "the easiest defense" against censorship, he said.
- Select materials to support the curriculum. "Make every effort" to get a materials selection policy that establishes procedures for board members, administrators, students, teachers and librarians to follow.
- Include a clause protecting academic freedom in the bargaining contract. "This is often better than a law which can be interpreted differently," Burress said.
- Include the right of students to have an alternate assignment—a "recognition of the right not to read." Make it clear this "does not mean the right to prevent others from reading," he said.
- Develop a plan to be used when citizens complain about teaching materials.
- Prepare statements of the rationale for using the most-often censored items.
- If complaints are not resolved to the satisfaction of the teacher or librarian, seek help from professional organizations, such as the NCTE[1] or the American Library Association.

If complaints are not resolved . . .

"We teachers are in no place to throw stones," writes Robert F. Hogan for NCTE. "We invoke the First Amendment, often without having read the text of it; we shrill about academic freedom in a case in which a teacher seems to have exercised academic license. The uncomfortable truth is that we are all censors. The difference," he said, "is that when English teachers practice censorship, we call it 'book selection'"

Hogan said that the last line of defense will probably be an open door. "Through the door the parent will come and ask, 'Why did you let or ask my son or daughter to read this story or poem?' If the parent feels free to ask ***us*** **and not a national wire service, and if we feel confident about the answer, we're all home free."**

An open-door policy . . .

NCTE provides some practical suggestions to keep parents and community members informed. They suggest a book round table at a PTA study group. An alternative could be school personnel explaining books being used and how those books were selected. Information can also be provided on current literature programs in newsletters sent home.

Community support is also important. NCTE suggests that administrators conduct professional get-togethers at which a selection of books be displayed and discussed. New films for students also could be shown.

Do the best professional job possible . . .

There are five major factors to consider when choosing a textbook, according to an NCTE report.

First, when deciding whether or not to include a book—determine its literary quality. The teacher should be aware of the story theme and plot. Consideration should be given to the characterizations in the book and whether they are honest. The writing style should be grammatically correct.

Second, the appropriateness of the book should be analyzed. Basically, the book should be aimed at the child's level of maturity and interest. The illustrations and format of the book, as well as the length of time it will be used, may be important considerations.

Third, is the book useful? The teacher should determine why the book is being used. It should relate to the curriculum objectives set for a particular class or age group. Also, the authenticity and accuracy of the material in the book should be verified.

Fourth, check the uniqueness of the book. What makes this particular book a better choice than similar books?

Fifth, check the breadth of coverage. Does the book provide an alternate point of view and a wide range of information and ideas? Is the book something that will enrich the curriculum as well as satisfy minimum goals and objectives?

Select materials to support the curriculum . . .

A selection policy is required for high school and junior high school libraries in Montana. Section 331.1 of the *Standards for Accreditation of Montana Schools* states:

> "Each school district shall have written policies regarding selection and use of materials and services. The selection and use of specific items of materials, with the advice of the staff, are the responsibility of the local school board."

A similar policy for textbooks is an invaluable tool for avoiding censorship conflicts.

Edward Powell and Robert Byrne wrote in a National Association of Secondary School Principals brochure that "the concept of academic freedom, whatever legal and philosophical implications it carries in the public school, must be clearly defined for administrators and teachers. Teachers must have the personal assurance of the superintendent and principal that they are regarded as the most reliable and ready resources for expert consultation concerning the learning experiences of adolescents."[2]

Helena School District No. 1, according to Superintendent Maynard Olson, adopted the following philosophy for selection of library/media materials.

> "Library/media materials are to support the philosophy and policies of the Helena schools. They must be suitable for the student's maturity and interest, as well as covering varied points of view concerning problems and issues; keeping in mind that no student shall be required to utilize any library/media materials that are personally objectionable to the student or parent."

The policy also outlines "Responsibility of Selection," "Methods of Selection" and standards to follow in the selection of materials.

Include a clause protecting academic freedom . . .

"Our schools have been defined as the marketplace of ideas," according to Jim Reynolds, legal counsel for the Helena Citizens for Freedom of Expression. "While undoubtedly part of their function is to impart 'hard' facts—the formula for the area of a circle, the capital of Russia, the sixteenth president of the United States—their larger and more important function is to teach students how to think, how to distinguish between valid and invalid ideas. You simply cannot teach people to distinguish between two opposing points of view if one point of view is completely and systematically excluded from the schoolhouse."

Helena School District No. 1 endorses three documents in its library/media policy. They are: the American Library Association's *Library Bill of Rights*; the American Association of School Librarians' *School Library Bill of Rights*; and NCTE's *The Students' Right to Read.*

Include the right of students to have an alternate assignment . . .

In case a student has a valid reason for not wanting to read a book, poem, etc. because of its content, an alternate reading list would be helpful.

"We teachers are in no place to throw stones. We invoke the First Amendment, often without having read the text of it."

Develop a plan to be used when citizens complain . . .

The Helena School District No. 1 also includes a "Procedure for Handling Challenged or Questioned Material" policy. They outline written procedures for protesting materials, review committee appointment and procedures, and a timeline for action processes. The policy states that "the questioned material will not be removed from use until all procedures prescribed by this policy have been exhausted."

Important information to collect from any person or group issuing a complaint should include answers to the following, according to NCTE guidelines. What specifically do they object to? What do they feel may be the harm in reading this

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Learning in a Greenhouse

Special disadvantaged students in the Polson School System are involved in a new learning adventure this year which was made possible through a grant from the Vocational Education Department of the State Department of Public Instruction.

Funds made available last summer enabled School District 23 to purchase a 50 x 28 foot fiberglass and steel greenhouse to be used in a program designed to educate and train students in areas of agriculture and horticulture.

School officials feel that the vocational skills acquired in the program and related activities are preparing handicapped students for possible future employment in the areas of orchard care, tree pruning, yard and garden care and plant nursery operation. Opportunities in these areas are abundant in the Flathead Lake region.

High school principal Donald Freshour drafted a plan two years ago for a horticultural center, which was modified and submitted for consideration by school superintendent Dr. Lee Christensen. The project was funded on July 6.

▲ Jamie Hackman receives instruction from Dubuque in transplanting a flower.

Don Dubuque demonstrates the removal of a root system to Shawna Sizemore, Jamie Hackman, and Frank Stanger.

◄◄

Dubuque explains plant growth to elementary special education students in the new complex while their teacher, Elaine Meeks, also listens. ▼

"The kids call it 'our greenhouse' with a great deal of pride," said Don Dubuque, special education instructor. His students have come to identify closely with the program because they have been involved from the outset. They helped hand rivet the fiberglass panels during the initial construction and are now seeing the structure provide a warm haven for tender plants during winter storms.

In addition to the horticulture lab, the grant also provided for purchasing related equipment, which included a hydrostatic tractor with mower, a rototiller, two lawn mowers, tank sprayers, a wheel barrow and a variety of hand tools.

The school's carpentry classes built benches for the plants in the greenhouse.

Numerous plants were donated by individuals in the community. The mature violets, geraniums, sansevieria and cactus plants provided a beginning stock. Some plants are boarded for the winter, with the understanding the class may take cuttings in the spring to begin new plants.

According to Dubuque, these activities help the multiply handicapped students to develop fine motor control, since they are required to handle the plants and root systems during the transplanting procedure. "Each student is learning basic gentleness, where and how to hold the plant and then where the center of the pot is," Dubuque said.

Students are introduced to an educational progression by using the cuttings. Elaine Meeks, elementary special education instructor, said the entire procedure has enabled her students to conceptualize the order required for plant growth. Meeks takes her class to the greenhouse once each week where they receive instruction from Dubuque and work with the plants.

The program teaches patience, not only in the handling of plants but in waiting for the plants to break through the soil. "It was an exciting moment for them to see the plants come up," Dubuque recalled.

His class spends about eight hours a week in the greenhouse—an activity which has led to several other spin-off projects.

Students have prepared for winter a large flower bed near the entrance to the high school by planting bulbs for spring blooming. Students learned to prepare the soil, space bulbs and bury them properly. They added a sign to help their prospective flowers through the winter—"Bulbs at Rest-Please Don't Tread."

A four week summer program was implemented to train special disadvantaged students in the use of hand tools and lawn care machines. Students with speech, orthopedic and mental retardation handicaps were exposed to new work experiences. Dubuque said, "The whole concept of working to reach a goal and to accomplish something beyond the immediate was new." One student could only see the shovel, wheelbarrow, and a bunch of rocks as the end, but after grooming a hillside lawn for several days, the fruits of labor were realized and the student began to look beyond the end of the shovel.

Another youth was taught how to operate the tractor mower under close supervision. Required skills and new confidence were gained. He was later employed by the school district for the remainder of the summer to care for lawns. His success in the endeavor elevated his self-esteem and was transferred to his social interaction.

Dubuque said personal development is the bottom line. The greenhouse has allowed for the creation of an experience base.

"The physical benefits have been enormous—it's allowed them to learn to take pride in doing a job well, along with feeling that they have accomplished something—it's called success," Dubuque said.

The greenhouse environment has also been a behavior modification factor. One morning when members of the class were at odds and seemingly discontented, Dubuque took them to the nearby greenhouse. "Within twenty minutes we were together again—hearing compliments and relating well," Dubuque said.

High school principal Freshour said the greenhouse project is unique because "it's a new concept—the first time a structure has been approved and considered as instructional equipment." Freshour sees the program as an opportunity for the handicapped to provide a service by making plants available to the school's science and agriculture departments. At the same time, they realize a feeling of productivity by meeting needs in the school and community.

Freshour would like to eventually establish a well designed arboretum of native trees and shrubs along a winding pathway northwest of the greenhouse. **—Dennis Jones** ☆

Anaconda's Future

. . continued from page 1

Although the mill levy election is still months away, the negative effect on the mill levy and hopes for its passage plague administrators and school personnel. Last year's mill levy passed on the third vote after many cuts were made.

Superintendent Marinkovich said more than one-third of district school funds, or 40 percent, is from a voted levy. "By election time, many Anacondans will have been out of work for nearly a year," he added.

"The people of Anaconda have been very supportive of education," Marinkovich said, "but it's just that they don't have the funds available. Also, there are no available state funds at present to assist us."

Marinkovich said, "My prime consideration is to give a quality education to children; second, help my staff and keep them employed, if possible; third, help the community through this crisis by providing education and use of our buildings."

Marinkovich is in the process of establishing a task force within the school system in which all groups working in the school (principals, teachers, cooks, janitors, engineers, secretaries, special education, Title I, activities, office clerks) are represented. The internal school task force will then provide input to the Anaconda-Deer Lodge County Task Force.

The influence of the company on the schools has always been present, so it is no surprise that students, teachers, administrators and school personnel were deeply affected by the Anaconda plant closure.

Peggy Walsh, Anaconda High School counselor said, "Every symbolism has taken its identify from the smelter. The yearbook is named 'Big Stack'; the school newspaper is entitled 'Copper Glow'; and, the team nickname is 'Copperheads.' In a sense, it's an identity crisis for the community as well as the students."

Walsh explained that the graduating classes associate themselves with a significant event and the class of '81 has already affiliated themselves with the plant closure. "The day of the closure announcement, students were stunned and subdued and shocked like everyone else in the community," Walsh said.

"We're trying to keep things in school as normal as possible . . . . A mass exodus of students could take place; then again, we could have a trickle of students who are leaving."

A list of students who were directly affected by the closing—whose parents or guardians were laid off—indicates that 30 to 40 percent were in homes which experienced a direct impact. Walsh said the list which contains the years a parent has been with the company shows that the majority of parents have been with the company for 10 years or more. The seniors, who total 225 on the list, will probably finish the school year in Anaconda; however, many students in lower grades feel the same uncertainty as their parents about whether they will be in Anaconda next year.

Walsh said, "There is evidence of family disruptions, such as tensions and quarrels, but I have not had an excess of cases which are significantly related to the closure. So far, people are handling the situation reasonably and with calm and good-judgment. Students are concerned and more serious than ever, but there has been no breakdown in discipline or academic work and attendance is good."

"My prime consideration is to give a quality education to the children; second, help my staff and keep them employed, if possible; third, help the community through this crisis by providing education and use of our buildings."

"I believe that catastrophic events tend to unite the community of Anaconda," Walsh said. "People are becoming close-knit and crossing lines of class, status and age. Most are doggedly cheerful, putting away what doesn't matter and taking stock of what they are. They are energetically attempting to find a new path. Everyone is in the same boat; mayby that's why it's not as traumatic for the individual," Walsh said.

Walsh compared the people's range of feelings to the five stages in coming to an acceptance of death: denial, anger, bargaining, depression, and finally, acceptance. "After all, the closure is a kind of death for the people of Anaconda," she said.

The future of Anaconda and its schools are on the verge of transition. The answer to the question of what will happen lies in the months ahead. ☆

Academic Freedom

. . . continued from page 2

book? Do they object to the entire book, a chapter, page, passage or words? What action do they recommend?

Diebold said that MEA is a member of the National Coalition Against the Censorship of Textbooks. "We are on the record against censorship—of course we are not supporting pornography," he said. Specifically, Diebold said they are "opposed to those who object to a book on its face. Attacks usually come from special interest groups . . .who don't fully understand the materials or know how they fit into the curriculum the teacher has planned."

Diebold said that it is important that academic people be encouraged to explore ideas.

Prepare statements of the rationale . . .

Ken Donelson, editor of NCTE's *The Students' Right to Read*, said that the rationale should be easy to read and maintain a tone of respect for its audience. A rationale written by teachers and librarians is a most effective way to deal with censorship, he said. Specifically, he suggests eight questions that each textbook or library book rationale should address.

1) For what classes is this book especially appropriate?

"Most teachers select materials to be integrated with other materials in any given class . . . . They have a goal in mind and the materials help them reach that goal."

2) To what particular objectives, literary or psychological or pedagogical, does this book lend itself?

3) In what ways will the book be used to meet those objectives?

4) What problems of style, tone or theme or possible grounds for censorship exist in the book?

5) How does the teacher plan to meet those problems?

6) Assuming that the objectives are met, how would students be different because of their reading of this book?

7) What are some other appropriate books an individual student might read in place of this book?

8) What reputable sources have recommended this book? What have critics said of it?

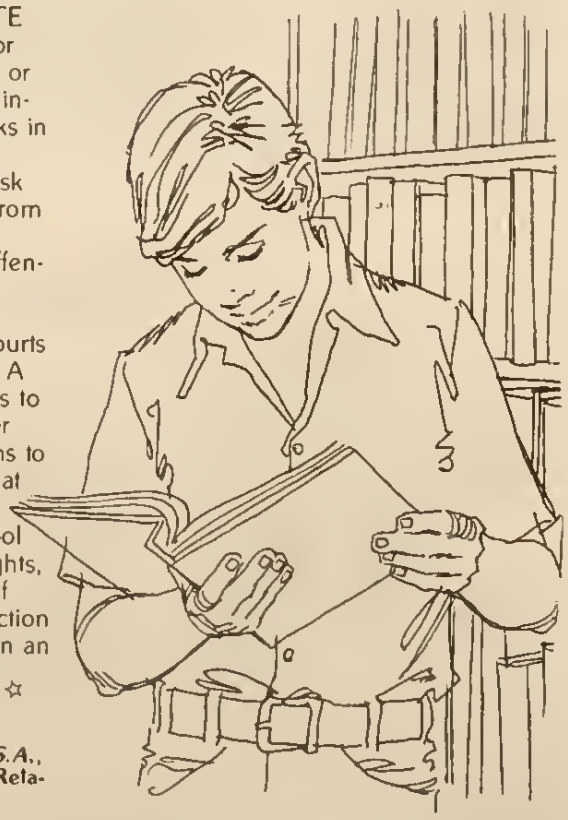
"You simply cannot teach people to distinguish between two opposing points of view if one point of view is completely and systematically excluded from the schoolhouse."

Special programs can be organized to explain text and library materials to parents and community members. These programs could be run concurrently with "Youth Art Month" in March, "International Children's Book Day" in April or with "Children's Book Week" and "American Education Week," both in November.

A local media awareness week could be designated in a community. During this week local media representatives could be invited into the school and book use and programs explained. Special stories could be submitted to the local paper. NCTE also suggests that school personnel or students could schedule a local radio or television program to discuss books, including the selection and use of books in the schools.

"Well-meaning parents often . . . ask that objectionable texts be removed from schools, that controversial teaching methods be discontinued, and that offensive books be removed from school library shelves," according to Robert Rhode of Indiana University. "The courts have logged a confusing record . . . . A few courts have upheld parental rights to intercede for their children while other courts have supported teachers' claims to have academic freedom—to teach what they decided to teach."

The best course of action that school personnel can take to protect their rights, the rights of students and the rights of parents is to establish and follow selection and complaint policies and to maintain an open-door policy. ☆



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MINE publications

Montana Instructional Information for Educators (MINE) has provided the following list of selected publications on the topic, "Discipline and Classroom Management—5till the Schools' No. 1 Problem":

EJ174-133 Classroom Discipline Problems? Fifteen Humane Solutions
EJ203-096 The Gentle Art of Classroom Discipline
EJ190-978 Instructor's Guide to Sanity 5aving Discipline
ED182-023 Classroom Management: Teaching Techniques and 5trategies for Dealing with Discipline Problems
ED140-566 Behavior Disorders: Some Suggestions for the Classroom Teacher
ED157-255 Managing Inappropriate Behaviors in the Classroom
ED182-015 The Anatomy of a Program of Humane Discipline in the Atlanta Public School System
ED180-080 A Guide to Effective 5econdary School Discipline
ED180-054 Key Elements to a Utah 5tatewide Program to Improve 5tudent Discipline in Behavior and Studies
ED144-199 Disruptive Youth: Causes and Solutions
ED145-566 Discipline. . . No. 1 Problem in the Schools? 40 Positive, Preventive Prescriptions for Those Who Care . . . .

The package price for all 12 titles is $10, or $1 for each title. January's feature ERIC computer search from the MINE is "reading the content areas." A feature search includes a copy of the printout, plus 10 selected publications for $10. Prepayment for document orders is appreciated.

"Custom" database searches also are prepared at the MINE. Recent information requests include map skills, Piagetan concept development, curriculum development and evaluation, the school's role in helping children of divorce, student media productions, decision making skills, science fair projects, futures education, teaching styles vs. learning styles, weather stations, teaching local and county government, junior high reading programs, learning center activities.

Also available from the MINE are 2,000 curriculum guides. A microfiche is $1 per title. Find out what is available in subject and grade levels by writing to MINE. 5end orders or topic suggestions for MINE Nuggets to The MINE, Office of Public Instruction, Room 106, 5tate Capitol, Helena 59620, 1-800-332-3402. ☆

Summer in Israel Scholarship

Applications are being accepted from qualified secondary social science teachers for the Joseph Homan 5ummer in Israel Scholarship. Persons receiving the annual scholarship will receive funding between $2,500 and $3,000 for the purpose of study in Israel. The first scholarship will be awarded for travel and study in Israel during the summer of 1981.

Scholarship recipients may attend the Hebrew University at Jerusalem or live in a kibbutz. The length of stay in Israel will be determined by the recipient and will be governed by the amount of the scholarship. Arrangements for attendance at Hebrew University or at a kibbutz will be coordinated by the Social 5cience consultant, Office of Public Instruction, Helena and Israeli Consulate, 693 Sutter, San Francisco.

To qualify for the scholarship, applicants must meet the following criteria:

- 5ubmit a written narrative/application to the Social Science consultant, Office of Public Instruction, Helena, 59620. The application must be received no later than February 27, 1981.
- Be a certified, active, secondary social science teacher.
- Have a teaching assignment in which a unit about Israel could be incorporated.
- Detail in the application how the experience and knowledge gained during the stay in Israel will be employed in one's teaching assingment.
- State rationale for selecting an experience at Hebrew University or a kibbutz.
- Outline previous teaching experience and course work related to Israel and other countries which concerns areas such as culture, government and religion.
- State in detail why the Israel experience would be of value to you and your students.

The successful applicant will be notified by the end of March so that sufficient time is available before June depature.

Questions regarding the scholarship may be directed to the Social Science consultant, 1-800-332-3402. ☆

Immunization Initiative

Since the National Immunization Initiative was launched in April 1977, immunization levels have increased dramatically among school-age population. Much of this success can be attributed to the close working relationships developed between departments of education and health at state and local levels.

Efforts in the Immunization Initiative have made the present situation extremely favorable for the elimination of measles in the United States by October 1982. The incidence rate of the disease is low and immunization levels are high. The elimination of measles from the United 5tates not only seems possible but also obligatory with a vaccine of high effectiveness with low risk, effective strategies for control, and the present epidemiologic and program situations.

The single most effective way of achieving and maintaining the immunity levels needed in school-age children has been the enactment and vigorous enforcement of school immunization requirements for attendance at all grade levels, not just at school entry. ☆

Bob Bird, Spencer Sartorius, Keith Colbo and Vince Yannon (left to right) display service awards presented to the Montana Department of Fish, Wildlife and Parks by Sartorius, MAHPERD president.

Advice from Teacher Retirement

The Teachers' Retirement System advises members that statements of member accounts were sent in August to their employer of record as of June 30, 1980. Those members who did not receive a statement should check with their clerk or payroll office. If you have changed employers since the close of the 1979-80 school year and did not receive a statement, write the Teachers' Retirement System, 1500 Sixth Ave., Helena 59620. The retirement system office requests that statements be reviewed for errors and return either the statement or a copy with the error encircled and the corrected information included on the statement.

Also, new "Handbooks of Information" have been sent to employers. If you have not received a copy, please check with your clerk or payroll office.

In regard to proposed legislation, the Teachers' Retirement Board has unanimously adopted a position to support legislation which would provide an automatic cost-of-living increase to its retired members. The proposed legislation will be the result of legislative interim committee study of the effects of inflation on retired public employees. ☆

Vocational Education Week

"Know-How for the Jobs of the 80's" is the national theme for Vocational Education Week, February 8-14, 1981. This event provides a special opportunity to tell vocational education's story to your school and community.

The most successful way to organize for VoEd Week is to form a committee in your school composed of representatives from the various program areas. The committee should determine the goals and purposes to be accomplished by VoEd Week and identify the activities that will take place.

Vocational Education Week is particularly useful for purposes of promotion, recognition and recruitment.

The goals of promotional efforts may be to raise the consciousness of the public, other educators and/or policy makers; to inform citizens about what they are getting for their tax dollar and the economic and social returns which vocational education brings to a community; or to eliminate stereotypes often associated with vocational education.

The goal of public recognition for individuals or groups calls for events which acknowledge the efforts, involvement and contributions of students, instructors and employers; show citizens that they have a voice in vocational education; and recognize successful graduates, thereby reassuring the public that quality education is occurring.

The goal of recruitment may lead to activities which inform and counsel potential students or clients of program offerings.

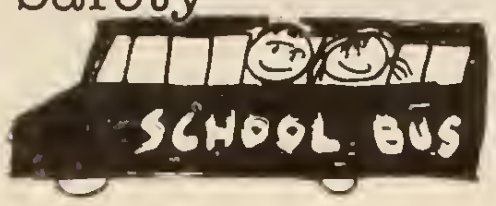
Some possible activities are the following: conduct skill demonstrations, sponsor tours or an open house, recognize successful graduates through news articles or banquets, present films on helping young people make career decisions, prepare a fact sheet on economic return from program graduates to local community, sponsor a legislative breakfast, send letters to the employers of cooperative students thanking them for their cooperation, distribute "we train vocational students" signs to employers of co-op students, submit newspaper articles or arrange for a newspaper supplement, arrange for a T.V. or radio interview for vocational student organization members.

National Vocational Education Week presents an ideal opportunity for all vocational educators to communicate and cooperate to provide a greater impact. ☆

PRIME TIME

arts IN EDUCATION

Pupil Transportation Safety



School Bus Accident

A school bus accident report was received at the Office of Public Instruction concerning a bicycle rider who ran into the back of a school bus while it was stopped for a railroad crossing. There was $60 damage to the bus because the rear door window was broken by the boy's head. The boy was not injured. It was stated on the report that he must have a "hard head."

Resource Catalog

The "Bus Driver Inservice Training Program Resource Catalog" was updated by adding new film titles available. To receive a copy of the new catalog, call on the educational hot-line, 1-800-332-3402.

Public Also Benefits

The fact that the general public as well as school children benefit from school bus driver training was illustrated very dramatically by the following news report from the "Bozeman Chronicle":

Paul Layton's Monday morning school bus run up Bridger Canyon was anything but routine.

Layton drives the kindergarten bus for Hawthorne School and was dropping off the last of his charges at the Babcock home when Sally Babcock came rushing out of her home yelling that it was on fire.

Without hesitation, Layton grabbed the bus fire extinguisher and ran up the driveway to the house. After checking with Mrs. Babcock to make sure the children were all safe, he pushed his way into the smoke-filled house.

Staying low and holding his breath, Layton felt his way toward the fire which had escaped the fireplace. When he located the fire, he said, the flames were licking at the high-beamed ceiling and smoke was rolling through the house.

He emptied his fire extinguisher at the base of the flames, cutting them in half, then worked his way back outside. Grabbing a breath of air and another fire extinguisher, he rushed back into the choking smoke.

Five times he entered the house, emptied extinguishers on the flames, then rushed back out to get some air.

"I remembered every time I had to run out and get a breath of fresh air," Layton said. The neighbors had all brought over their fire extinguishers and each time Layton ran out they handed him a fresh one to take back in.

Because of the smoke, Layton had to kneel on the floor to see and breathe, but he knew he was making progress and, after using the five extinguishers and a garden hose, he was able to put the fire out.

When he rushed outside for the fifth time, firemen had just arrived and were unreeling their hoses to take over . . . .

Layton, who is in his third year of bus driving for the Bozeman Public Schools, said he learned some fire fighting techniques while serving in the Navy. That, and the regular training for bus drivers, helped in fighting the fire.

Reprint from the ***Bozeman Chronicle.***

Rod Johnson Becomes a First

Rod Johnson, Transportation Supervisor for Great Falls school district and a Regional Director for NAPT (National Association for Pupil Transportation) has become the first person in the nation to be certified as a National Director of Pupil Transportation.

After four years of study at Pennsylvania State University and Arizona State University, Johnson was certified through the National Committee for Motor Fleet Supervisor Training at Penn State. This is the highest transportation certificate earned in the nation. Johnson served in the Great Falls school district for seven years. Congratulations Rod!

—Terry Brown
consultant
Pupil Transportation Safety

Health & Physical Education

Health Program Available

A new health education film program, "On the Level," is now available to schools through the State Film Library. "On the Level" is a set of 12 15-minute color films for high school students. It focuses on emotional and social growth and the interaction of emotional and physical health. Program topics are conflict, family relationships, self-concept, stress, peer groups, friendship, love, prejudice, alone/lonely, accepting feelings, careers and thinking. A guide for teachers, which accompanies the films, includes background information, pre- and post-viewing questions and activities, and reproducible activity sheets. Films may be ordered through local A-V coordinator. For more information contact Library/Media consultant, Office of Public Instruction, 1-800-332-3402.

Physical Fitness Programs Available

"Fit to be You," a three-part film series for grades 7-9, will be added to the State film library in February. The films supplement each other and provide a complete coverage on physical fitness concepts. Subjects explored in the films include the muscles, heart-lungs, and flexibility and body composition. The films were produced by Walt Disney Educational Media Company in cooperation with the President's Council on Physical Fitness and Sports. To order the films, contact the local AV coordinator or Library/Media consultant, Office of Public Instruction, 1-800-332-3402.

Fitness Award

The ***Presidential Physical Fitness Award Program***, which was established in 1966, honors boys and girls who demonstrate exceptional physical achievement. The program is designed to motivate boys and girls to develop and maintain a high level of physical fitness; to encourage good testing programs in schools and communities; to stimulate improvement of health and physical education programs; and to provide additional information on the physical condition of America's youth. The basis for the Presidential Physical Fitness Award is the AAHPERD Youth Fitness Test. Instructions for administering the test and national norms are contained in the revised 1976 edition of the *AAHPERD Youth Fitness Test Manual*, available for $3 from AAHPERD, 1900 Association Dr., Reston, VA 22091.

The ***Amateur Athletic Union (AAU) in cooperation with Nabisco, Inc.,*** has developed a physical fitness program for youth. A test booklet and awards for participation are available free of charge. Test items cover muscular endurance, circulatory-respiratory endurance, speed, agility, power and coordination. Norms are provided for students from 6-17 years old. For further information or a free copy of the test booklet, contact Spencer Sartorius, Office of Public Instruction, Helena 59601, 1-800-332-3402 or write AAU Physical Fitness Program, AAU House, 3400 W. 86th St., Indianapolis, IN 46268.

Dates to Remember

Oct. 15-17, 1981—Montana AHPERD State Convention, Camp on the Boulder, South of Big Timber. July 6-12, 1981—Pioneer Mountains Elementary Outdoor Education Workshop, Dillon. July 12-18, 1981—Pioneer Mountains Secondary Outdoor Education Workshop, Dillon.

—Spencer Sartorius
consultant
Health/Physical Education

Daily Forms of Communication

Arts in Education promotion and programming is receiving continued or increasing emphasis in many schools and state education departments across the U.S.

About a year-and-a-half ago, a basic statement about Arts in Education was developed primarily to help non-arts people in their understanding of the place of music, visual arts, drama, dance, creative writing and media in the school curricula and programming.

All of us use many languages every day. We speak to each other not only through our 'native tongue' English, but also through the languages of sound, rhythm, body movement, facial expression, dimension, line, form, color, smell, taste, voice and so on.

These are daily translated into the languages of the music we make, the art we create, the film we evolve, the architecture we build, the drama we enact, the dance we devise and the basic ways we live in the world.

Our lives are profoundly shaped by these daily forms of communication whether we realize it or not.

Therefore, it is absolutely necessary for the students in our school to participate in basic, carefully developed and sequenced Arts in Education as part of the essential/core courses and programs including, music, visual arts, drama/theatre, movement/dance, creative writing and media.

When students learn to understand and speak through these languages with some degree of literacy, skill and personal creativity, they can substantially affect the quality and meaning of their lives, their jobs/careers, their consumerism, their citizenship, their environment and their rights of freedom and humanity.

Music

Music for Handicapped

A U.S. Office of Education Project at the University of Kansas has prepared a group of college music education professors to offer seminars/workshops designed to help public school music teachers provide full-service music education for mildly and moderately handicapped students in accordance with the mandates of PL 94-142.

There are now 52 individuals across the nation who have been instructed of the law, characteristics of handicapped children, methods of adapting music instruction, evaluation, matching objectives to handicapping conditions and how to conduct effective workshops.

If interested in a workshop in this area, write or call the Arts in Education consultant, Office of Public Instruction, 1-800-332-3402.

The Metropolitan Opera Box is a new multi-media learning program which includes the basics for a complete teaching unit on opera.

Bizet's *Carmen* and Verdi's *LaTraviata* are both available in 1980-81 in the new Opera Box format which includes a 12" stereo LP (highlights of the opera), a color/sound filmstrip of the opera in full per-

Understanding Your Legislature

Legislative Leadership

In both the Senate and the House of Representatives, whichever political party elects the most members to a certain house becomes the majority party of that house. The Democratic and Republican legislative party caucuses meet to choose leadership officers for the coming term.

They choose a Majority Leader and a Majority Whip for each house. The Majority Leader, essentially an administrative official, is responsible for planning and controlling the order of business to be considered by the house. This is carried out from a party-oriented point of view. The Majority Whip assists the Majority Leader as needed, and is responsible for securing the attendance of the party members for important legislative votes.

Both houses also have a Minority Leader and a Minority Whip, chosen by the minority party caucus, who carry out essentially the same tasks as the majority leadership with the exception that they do not possess either the power or the influence of the majority.

Senate Leadership
President of the Senate
President Pro Tem
Majority Leader
Majority Whip
Minority Leader
Minority Whip

House of Representatives Leadership
Speaker of the House
Speaker Pro Tem
Majority Leader
Majority Whip
Minority Leader
Minority Whip

Presiding Officers

In the Senate, the President presides over the Senate proceedings with the President Pro Tem serving in his absence. In the House of Representatives, the Speaker of the House and the Speaker Pro Tem are the presiding officials. All four officers are chosen from the membership of their respective houses by the majority caucus.

The Committee System

To the observer of a legislative business session, it often appears that the legislators are oblivious to their surroundings, only coming to life when required to vote. It is very easy to be filled with misconceptions concerning the Legislature by only attending a business session.

The majority of legislative work is carried out through the Committee System. Through their Committee work, recommendations from other Committees or contact with constituents and lobbyists, most Legislators have already made their decisions before coming to the business session.

There are four basic types of committees:

1. ***Standing Committees:*** permanent groups that continue from one session to another.
2. ***Select Committees:*** special or temporary groups created for a particular job.
3. ***Joint Committees:*** composed of members drawn from both the House of Representatives and the Senate.
4. ***Conference Committees:*** special committees generally composed of a part of a House committee and a part of its counterpart in the Senate. The purpose of this conference is to iron out differences and reach a common bill acceptable to both the Senate and the House.

Each standing committee has jurisdiction over specific types of legislation. For example, the Education Committee will have jurisdiction over all bills related to education.

Every legislator is a member of at least two committees with some members serving on more. Each committee has a chairman—of the majority party—who presides over the meetings and hearings. A vice-chairman is named who presides in the absence of the chairman.

All Montana citizens have the right to attend any committee meeting or hearing.

The Committee Hearing

To aid in clarifying the procedure of a committee hearing, consider this hypothetical example. The bill to be considered is House Bill 9403 (HB 9403), which would increase the number of compulsory hours in a school day. The bill has been introduced in the House of Representatives and assigned to the Education Committee for further study and recommendations.

The Education Committee of the House of Representatives has called a hearing for Tuesday at 1:00 p.m. The Committee Room is set up with a long table in the middle of the room around which the members of the Committee sit. The chairman, vice-chairman and the secretary are usually seated together at one end of the table. Some chairs are provided around the sides of the room for the use of testifiers and observers. On the table is a binder for each Committee member containing various information and copies of the bills that are to be considered by the Committee.

Before the meeting is brought to order, all those people who wish to testify will sign in with the Committee secretary supplying their names, whom they represent, which bill(s) they are interested in and whether they are "for" or "against" the bill(s).

The Committee chairman calls the meeting to order, the secretary calls the roll and the official business begins. The bills to be discussed are usually taken in the order they were posted on the Committee Hearing-Meeting Schedule Board. It is always essential to be present at the beginning of the meeting or hearing even though your bill is at the bottom of the list of those to be considered, in case the order is altered.

The first bill on the agenda, House Bill (HB) 9403, would increase the number of compulsory hours in a school day. The sponsor introduces his bill with a concise summary of its contents and intent.

Next the supporters of the bill are asked to present their testimony, and after them the opponents present their testimony against the bill. When testimony is complete, the sponsor of the bill is allowed a short time to clarify any points. The Committee chairman will allow the Committee members to ask questions of the sponsor and the testifiers.

After the questioning is completed, the Committee may decide:

1. To give it a "Do Pass" or a "Do Not Pass" recommendation, thus putting it out of Committee so that it may be considered by the Committee of the Whole on Second Reading.
2. To amend the bill.
3. To postpone any action until a later date.
4. To call for study with action to be taken at a later date utilizing any new information found.

When all the bills are heard, or time runs out, the Committee may adjourn until the next regularly scheduled meeting, or may decide to meet again before the next regular meeting, or may dissolve itself into executive session.

The executive session of a Committee meeting is the time for the Committee to conduct private business. During executive session the Committee members can have a more informal discussion of the bills being considered, can take final action on bills, and do whatever is needed to keep the Committee and its responsibilities in order. Under the 1972 Montana Constitution, executive sessions are open to the public to attend.

Chairman

It is essential to understand how powerful the Committee Chairman can be. By being able to determine the sequence of the bills to be considered, the date on which they will be considered, how much time will be granted for testimony, the sequence of the testifiers and so on, he can sway the Committee opinion one way or the other.

Testifying

Presenting testimony is an essential method to bring facts directly to the legislators. It aids the legislative process by providing information on areas that legislators rarely have the time to research on their own.

Anyone can testify. To be an effective testifier, it is of utmost importance to remember to be *brief and concise* in your statement. Nothing tunes out legislators more quickly than a long, boring and repetitious presentation.

Written testimony can be presented to a Committee for consideration with copies provided for each member of the Committee. Testimony may be presented to the Committee in person or can be mailed to the Committee. It is also possible to give a brief summary of your position to the Committee at a hearing without written testimony.

Voting

A green light means an "aye" or yes vote, and a red light means a "no" vote on a certain piece of legislation.

When a bill is brought before the Committee of the Whole for a vote on Second Reading, the bill number is lighted above the voting machine, for example, HB 234. If the bill number is followed by an "A," this means that the vote is on an amendment to the bill and will be lighted as HB 234A. All amendments to a bill must be voted on before the final vote on the bill in question. This explains why at times it seems that the legislators are voting and voting on the same bill without passing or rejecting it. The final vote on a bill such as HB 234 will include only those amendments which received a majority of votes and thus become a part of the bill.

A vote on Third Reading is only on the final version of the bill, as adopted by the Committee of the Whole. There is no debate allowed on Third Reading.

Methods of Voting

The basic voting methods used by the Legislature are:

1. ***Voice Vote:*** the members call out "ayes" and "noes" and the presiding officer judges which side has prevailed.
2. ***Division or Rising Vote:*** any member who doubts the results of the voice vote may ask for this vote in which the two groups rise alternately and are counted.
3. ***Roll Call Vote:*** is taken on non-substantive questions and the names of the members shall be called alphabetically unless an electrical voting system is used.
4. ***Recorded Vote:*** is taken on substantive questions, and the membership is recorded by name as voting "aye" or "no."

Pairing of Votes

"Pairing" of votes is a procedure that provides a method for absent members to vote on legislation. When a member of the Legislature knows

ahead of time that he is going to be absent, he must find a member of his house who will be present during the session in question and wants to vote opposite him. Then he informs the Majority or Minority Leader of his intention. The pair is filed with the Secretary of the Senate or the Chief Clerk of the House at the time of the vote.

Paired votes do not appear on the voting machines. When the Secretary of the Senate or Clerk of the House announces the final vote totals, he includes the pair votes; but the announced vote does not coincide with the total appearing on the voting machine.

Lawmaking

Here is the basic step-by-step procedure that a bill follows from its introduction through its passage into law. In this example, the bill originates in the House of Representatives. A bill originating in the Senate would follow the same steps, only with Senate and House of Representatives reversed.

Introduction of the Bill in the House of Representatives by a member or legislative committee.

First Reading of the Bill by Clerk of the House of Representatives, who assigns bill a number, reads number, author and title of bill before House.

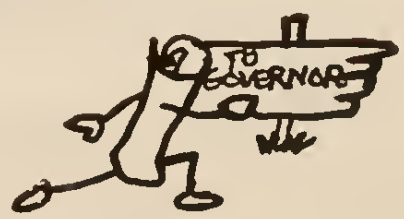
Referred to the Appropriate Committee for study and recommendation by presiding officer, and Speaker of the House of Representatives.* Copies of bill are made available to the legislative members and the public. (*In the Senate, the President.)

Committee Hearing after consideration of bill. The Committee may conduct public hearings at which interested persons may speak "for" or "against" the bill. The Committee then submits a standing committee report and may: (a) "recommend bill 'do pass'." (b) "recommend bill 'do not pass'." (c) "recommend bill 'pass as amended'." (d) "recommend a substitute bill." If committee report is favorable, the bill is reproduced, with any amendments and placed on the calendar to await further consideration.

Second Reading by the entire chamber acting as a Committee of the Whole. During this time the Speaker of the House or President of the Senate steps down and a legislator acts as chairman of the Committee of the Whole and presides over debate on the floor. The bill is considered section by section and debated. Members may propose *amendments*. Approval or adoption of committee report prepares the bill for final passage. Rejection of a favorable Committee report means killing the bill. Another action to kill the bill may be "indefinite postponement."

Engrossment: The bill is rechecked for errors and put in final form with all amendments.

Third Reading by House for final passage of the bill. If bill passes, it is sent to the Senate. If the bill fails, it may be referred to Committee for further study or may receive no further consideration.



The bill becomes a law if the Governor signs within five days after it has reached his office during the Legislative Session. If the Governor does not act on the bill within the five days after its delivery to him *and* the Legislature is in session (25 days if the Legislature has adjourned), the bill becomes law. If the Governor vetos the bill, he returns it to the Legislature with his veto reasons. If two-thirds of the members approve the bill, after the Governor's veto, the bill becomes law. This is called "over-riding" a veto.

If the Legislature is not in session and the Governor vetos a bill, the Governor returns the bill with the reasons for veto to the Secretary of State. The Secretary mails a copy of the veto message to each member of the Legislature. The Legislature may then reconvene to reconsider any vetoed bill.

First Reading in the Senate where President* refers bill to the proper Committee. (*In the House, the Speaker.)

Committee Hearing and Report: If report is favorable, bill is placed on calendar to await further consideration.

Second Reading for debate and amendment by the entire chamber acting as a Committee of the Whole.

Third Reading by Senate; voting on final passage. If bill fails to pass, it may be referred back to Committee or may receive no further consideration. If bill passes both houses in identical form, it is *enrolled* (reproduced in final form free from all errors), signed by presiding officers of both houses and sent to the Governor. If bill passes the Senate in different form and the House accepts the change(s), the bill is enrolled, signed by presiding officers and sent to the Governor. If the House rejects changes, the bill may be sent to a ***Conference Committee***—composed of members of both houses—which reaches a compromise. The Committee report is sent to both houses for consideration. If the Conference Committee does not reach an agreement, the bill may receive no further consideration; or a new Conference Committee may be named. If both houses accept compromises, the bill is enrolled, signed by the presiding officers and sent to the Governor.

From Bill to Law

Here is a simulation game to help students better understand the procedures of lawmaking. *From Bill to Law* follows a House Bill from introduction to passage into law. A bill originating in the Senate would follow the same steps, only with the Senate and House reversed. This game does not present all the alternatives possible, however, so refer to the "Lawmaking" section for a complete treatment.

Preparation

A. Have students read "The Committee System" on page 1.
B. Prepare the following signs ahead of time. (Students will enjoy making them, and you will teach vocabulary in the process.)
   1. Mr. Speaker (House of Representatives)
   2. Clerk (House of Representatives)
   3. Mr. President (Senate)
   4. Governor
   5. The Bill—A bill for an act entitled: "An Act to Permit the Sale of Milkshakes in All Montana Public School Cafeterias." Be it enacted by the Legislature of the State of Montana that milkshakes shall be permitted to be sold in all public school cafeterias.
   6. Sponsor of the Bill
   7. The House of Representatives (as a body)
   8. The Senate (as a body)
   9. Senate Judiciary Committee Chairman
   10. Senate Judiciary Committee Vice-Chairman
   11. Senate Judiciary Committee Secretary
   12. Lobbyist for the Bill—President of the National Milkshake Assn.—"My stand is that milkshakes are nutritious, and here are some statistics to prove it.
   13. Lobbyist against the Bill—Secretary to the Montana Dentistry Assn.—"My stand is that milkshakes cause tooth decay, and here are some statistics to prove it."
   14. Testifier for the Bill—President of the Montana Council for Student Rights—"Students should have the right to choose in this case."
   15. Testifier against the Bill—nutritionist—"Milkshakes are junk food."
   16. Activist Party opinion—"Hooray for chocolate! We want it five days a week!"
   17. Pacifist Party opinion—"We'd prefer vanilla."
   18. Independent Party opinion—"Hooray for strawberry! We want it five days a week!"
   19. Secretary of State
   20. House Education Committee member*
   21. Senate Judiciary Committee member*
   22. Letter*
   23. Telephone call*

   *Prepare as many of each sign as is necessary to involve all students in game.
C. Print on an index card for the Speaker to read later: To the Speaker: "Mr. Speaker, this is an act permitting the sale of milkshakes in all Montana public school cafeterias." To the President of the Senate: "Mr. President, this is an act permitting the sale of milkshakes in all Montana public school cafeterias."
D. Print on a card for the Clerk to read: "You are House Bill No. 1, introduced by Representatives Murphy, Murdock, Montag and Melcher—an act permitting the sale of milkshakes in all Montana public school cafeterias."
E. Attach strings to signs for placement around neck.
F. Choose a narrator to read the script.

Playing the Game

Part I. The Bill originates in the House.

A. Place signs face down at the head of the classroom. Imaginarily divide the classroom in two: one half will be the House of Representatives; the other half, the Senate.
B. Have all students choose signs to put on. Have lobbyist and testifiers know their stands on the issue.
C. Give prompt cards to Sponsor and Clerk.
D. Have students sit on appropriate sides of the room, with committees sitting together. The Governor and Secretary of State should sit at the head of the classroom.
E. Have "Letters" and "Telephone Calls" alternately go to different participants with messages for and against the Bill. Have them say, "Here is a message (or letter) for (or against) the Bill," and have participants initial the messengers' signs.
F. The party opinions are present at every step of the process—in both House and Senate sessions and at committee meetings. Have opinions move about accordingly, beginning at the House session Opinions should express themselves whenever they have an opportunity.
G. *Note on amendments:* In light of the strengths of party opinion, you might amend the Bill to allow, e.g., the sale of chocolate milkshakes on Monday and Wednesday, the sale of strawberry on Tuesday and Thursday, and the sale of vanilla on Friday.
H. Narrator
   1. Sponsor, will you take the Bill to the Speaker of the House of Representatives? (Sponsor escorts the Bill to the Speaker. Sponsor reads first prompt.)
   2. Bill, go to the Clerk of the House of Representatives. (Clerk reads prompt.)
   3. Bill, go to the House Education Committee where you were assigned by the Speaker.

Part II. House committee takes action.

Narrator

1. Education Committee, send the Bill to the printer for printing on yellow paper. (Bill leave classroom and returns.)
2. Bill, you are now printed on yellow paper for Second Reading. You now go to the House of Representatives for debate and possible amendment.
3. House, debate and pass the Bill. (Write amendments on back of the Bill's placard.)
4. Bill, you can now go off to be engrossed—that is, printed on blue paper in final form with amendments. (Bill goes outside class and returns.)
5. Now, Bill, go back to the House of Representatives for Third Reading. (Bill goes.) You passed Third Reading.
6. Sponsor, will you take the Bill to the President of the Senate? (Sponsor reads prompt to President.)

Part III. Senate committee takes action.

A. Give testifiers and lobbyists time to develop their arguments further. Have "Letters" and "Telephone Calls" go to the Senators and Governor. When lobbyists and testifiers have finished, prepare for the committee hearing. Testifiers and lobbyists should sit with the committee.
B. Have Committee chairman call meeting to order. Have Secretary call the roll, using students' real names.
C. Narrator
   1. Bill, the President of the Senate assigns you to the Senate Judiciary Committee.
   2. Committee Chairman, ask the Sponsor of the Bill to address the committee by introducing his Bill with a concise summary of its points. (Don't forget amendments written on back.)
   3. Testifier for the Bill, give your arguments to the committee.
   4. Testifier against the Bill, give your arguments to the committee.
   5. Chairman, ask the sponsor if he/she would like to close by clarifying any point and giving rebuttal.
   6. Chairman, ask the committee members to ask questions of any testifiers, lobbyists of the Bill's Sponsor.
   7. Chairman, ask the committee members to make necessary amendments to the Bill. (Make amendments, such as "milkshakes must contain at least 60 percent fresh milk," on back of placard.)
   8. Chairman, ask the committee to take action on the Bill. Ask them to vote on whether the Bill should be given a "do pass" recommendation. (Bill should receive "do pass.")
   9. Chairman, adjourn the meeting.

Part IV. The Bill becomes a law.

1. Bill, with your amendments go for printing on pink paper. (Bill leaves room and returns.)
2. Go to the Senate for Second and Third Readings.
3. Senate, pass the Bill.
4. Bill, now go back to the House of Representatives.
5. House, do you concur on the Senate amendments? (House, should say, "Yes.")
6. Bill, will you go to the Speaker of the House to be signed?
7. Speaker, will you sign the Bill? (Speaker signs the Bill's placard.)
8. Now, Bill, go to the President of the Senate for signature. (President signs the Bill's placard.)
9. Next, Bill, go to the Governor for his signature or veto.
10. Governor, read the Bill and sign it.
11. Bill, you are now law.
12. Finally, Bill, go to the Secretary of State for filing. (The Bill removes the sign and hands it to the Secretary of State.)

What Lobbying Is:

Legislative change does not come about by happy accident. It is usually the result of careful planning, organization, research and persuasion. In short, it is advocacy. A crucial part of the advocacy effort is lobbying.

Lobbying is an integral part of the legislative process. Most legislators believe their job is to balance all the information and emotional pleas on a piece of pending legislation and decide the issue on its merits. Montana lawmakers are involved with as many as 1650 proposed bills in a session. Lobbying efforts provide vital information to the individual legislator, who rarely has time to research the effects and ramifications of each proposed piece of legislation. Essentially lobbying is a way in which people or groups with special concerns, needs, views and opinions try to persuade legislators to support policies and legislation that will benefit their particular interests.

Lobbying is a legitimate function with the stigma surrounding the label "lobbyist" mainly based on instances where individual lobbyists have proved to be less than ethical in their means of persuasion.

Who Lobbies:

A. Interest Groups
   1. Business Interests
   2. Associations, Federations, Professional Groups
   3. Labor Unions
   4. Cause Groups
B. Government Agencies
   1. Federal level
   2. State level
   3. Local level
C. Private Citizens
   1. Legislature watchers
   2. Specific issue watchers

In Montana any citizen 18 years or older has the right to lobby professionally. This does not bar other citizens, including high-school-age persons, from testifying and making their views known to legislators.

An application form for a license to lobby can be obtained from the Secretary of State's Office. A license is issued upon acceptance of the application and the payment of the $10.00 license fee. Before taking this step, however, it is important to study the Lobbyist Registration and Licensing Law.

How to Lobby:

"The 10 Rules of Legislative Advocacy" by Oregon Representative Dave Frohnmayer, *Connection*, April, 1978.

1. Maintain personal contact with the key legislators and, at all costs, maintain personal credibility.
2. Be persistent. Silence by advocates and lobbyists tends to be taken as acquiescence.
3. Fill the information gap. Legislators need information; they pride themselves on making decisions on "the facts."
4. Adopt a positive style of advocacy.
5. Get to know key staff people.
6. Expand constituencies (get together with other groups that share your opinion on the issue.) These groups may feel that their "turf" has been invaded and will react by trying to undermine your efforts. Give credit where credit is due.
7. Know the legislative process; identify key supporters of your position. Approach legislators early before the session begins.
8. Know what to expect from the opposition.
9. Be aware of deadlines.
10. Don't forget to reward and thank your supporters.

Letter Writing

Letters are an excellent and inexpensive method to let your legislator know your feelings and opinions about specific issues.

Be sure to put the message in your own words. Form letters or petitions never have the impact of personal, informed opinions. Legislators feel that if you really care about an issue, you will write your own letters.

Some important points to remember are:

The Proper Address:

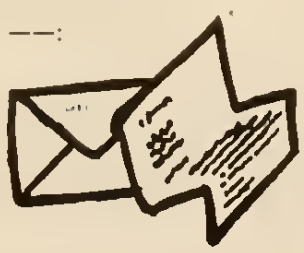
1. Address your envelope:

Senator (or Representative)———
State Capitol
Helena, MT 59620

2. Address your letter:

The Honorable ———
Senate Chambers (or House of Representatives)
State Capitol
Helena, MT 59620

Dear Senator ——:
Dear Representative ——:



Whom To Write:

1. The Chief Sponsor of the bill.
2. The Committee Chairman and the members of the Committee.
3. Your own area legislators.

When To Write:

1. Write ***before*** the Committee hearing on the bill takes place.
2. Write your own legislator ***before*** the bill reaches the floor on Second Reading. Most debate occurs on Second Reading, and usually if the bill passes Second Reading it will pass Third Reading.
3. Give the Chief Sponsor's name and the essence of the bill.
4. Indicate your position on the bill, stating ***briefly*** your reasons for asking his support or opposition on the measure.
5. Offer documented information for your case.
6. Request his consideration of your views.
7. Include your name, title or position and return address.

What To Say:

1. Write as an individual.
2. Identify the bill by number and title.

The Basics

The Senate and House of Representatives Chambers are located on the third floor of the Capitol and are connected by a lobby with a blackboard at one end and a bulletin board at the other. These are used to post committee hearing schedules. The times and locations of the hearings and meetings are listed under the appropriate committee headings, with a list of the bills to be considered.

To find out which bills would be considered by each house during the day's business session, you can request a copy of the *Daily Agenda* from the Secretary of the Senate or the Chief Clerk of the House. If none are available, you will have to consult the electronic bill boards located inside the two chambers and easily viewed from the balcony areas on the fourth floor. A Committee Hearing Schedule, which you can obtain from the Public Information Desk in the Rotunda of the Capitol, will list the bills on which testimony will be heard each day, and the place and time of the hearing.

Copies of any bills you may wish to look over can be purchased in the basement of the Capitol at the Mail Room for a small fee. It would also be helpful to secure copies of *Status Sheets* for both houses, which are published daily and are obtainable at the Mail Room. Status Sheets contain a list of all the bills introduced with a concise summary and their status for that day—that is, whether they are in committee, on second reading, being engrossed, and so forth.

You have free access to the balcony seating areas located on the fourth floor, from which to observe the business proceedings and other activities of both houses.

At the Capitol

Seating charts of both chambers will be available from the Information Desk located in the Capitol Rotunda or on request from the Sergeant-at-Arms offices near the two chambers. If you arrive before the houses convene for business, you are free to enter the two chambers; and by using your seating chart, you can locate your individual representative or senator. If someone is guarding the chamber entrances, ask permission before entering.

One hour before the houses convene for the day's business session, a sign will be posted at the entrances stating, "Two Hour Rule in Effect." This means that no one except legislators and authorized persons is allowed onto the chamber floors. This rule is to allow legislators some time before convening to organize and prepare for the business session.

If you wish to see your legislator while this rule is in effect or when the houses are in session, write a note including your name and hometown, and briefly state your reason for seeing the legislator. Pages are usually easy to find and one will take your note to your legislator. If you are unable to locate a page, go to the respective Sergeant-at-Arms Office and ask one to take your note in. You can observe all business proceedings of both houses from the balcony areas on the fourth floor.

If you should wish to contact your legislator at his Helena home address, you can obtain a copy of the *Montana Directory* published by the Mountain Bell Company. Check at the Information Desk to find out how these copies can be obtained.

To receive additional copies of this special edition, write *Montana Schools*, Office of Public Instruction, State Capitol, Helena 59620 or call our toll free hotline 1-800-332-3402.

formance, a large poster, 30 student-activity handouts and an illustrated study guide which integrates basic resource materials with a non-technical teaching plan.

An effort is made to present a non-stuffy and fun approach to opera, provide a "how-to all-in-one" multi-media learning program which doesn't require a vast music background, reduces teacher preparation and increases student participation.

Each *Opera Box* is $25 and can be purchased from the Education Department, Metropolitan Opera Guild, 1865 Broadway, New York, NY 10023.

In 1981-82, Puccini's *La Boheme* and Gershwin's *Porgy and Bess* Opera Boxes will be available.

More music information can be found in the January *Cadenza*, a publication of the Montana Music Education Association.

1979-80 Youth In Art Project

The 1979-80 statewide Youth in Art project has reached the end of its year-long programming. Colored slides of **all** 400 K-12 student art pieces submitted by art and general classroom teachers were circulated throughout the state for instructional and inspirational purposes.

150 of the juried art works were in the Montana Historical Society in Helena for five weeks. A smaller traveling show of 54 art pieces toured throughout the state.

Estimates are that 15,000-20,000 people have seen the exhibitions or slides. Funding for the project was provided by the First Bank System of Montana.

New 1981-82 Youth In Art Project

The Youth in Art project will continue because response has been strongly positive.

Letters of information were sent directly to all junior high and senior high art teachers, art supervisors and all elementary school principals in mid-December.

Deadline for submitting K-12 art work is February 6, 1981. For more information check with your administrator or call the Arts in Education consultant, Office of Public Instruction, 1-800-332-3402.

Art Health Hazards Information

Health hazards induced through some art materials and settings is becoming an important issue. Publications on the subject are proliferating, and a bill (H.R. 6977) to amend the Federal Hazardous Substances Act was introduced in Congress.

A borrow-for-a-week-and-freely-copy kit of information is available from the Office of Public Instruction upon request. Included in the kit are issues of the *Art Hazards News*; bulletins and articles from the Center for Occupational Hazards, 5 Beekman St., New York, NY 10038; the booklet *Health Hazards Manual for Artists*, (Michael McCann Ph.D.) Foundation for the Community of Artists, New York, NY $3.50); and the book, *Artist Beware; the Hazards and Precautions in Working with Art and Craft Materials* by Michael McCann, Ph.D., Watson-Guptill Publications, 1515 Broadway, New York, NY 10036, $16.95.

Call the Arts in Education consultant, 1-800-332-3402, for borrowing the above material.

National Recognition for Montana Art Teachers and Students

The National Art Organization with the assistance of art teachers compiled an exhibit of over 100 student works of art from across the U.S. as part of the celebration marking the opening of the new U.S. Department of Education.

NAEA sent thanks to Montana art teachers for submitting student work. The teachers are Nancy Kailey of Custer County High School, Miles City and Terry Thall, art teacher and interim art supervisor at Great Falls.

Glendive Town Mural

The Glendive Lion's Club commissioned the Dawson County High School Painting II class and art instructor Floyd Smith to paint the 80' x 16' outside wall of the town's Senior Citizens Center. The mural is a composite of scenes from Makoshika State Park located near Glendive. Eleven students worked 710 hours during regular class periods and weekends to complete the project.

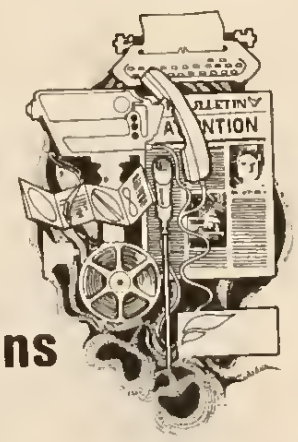
Theatre Games

Viola Spolin has put together a *Theater Game File* based on her book, ***Improvisation for the Theater,*** in an effort to make theatre available to students. *The Theater Game File* offers sequenced activities, games and processes clearly described on cards which can be used by teachers and students (without specific training or theater experience) to enhance their understanding of skills in drama and principles of theater.

The Theater Game File is available by request on a one-week-turn-around-time basis from the Arts in Education consultant, 1-800-332-3402.

—Kay Burkhardt
consultant
Arts in Education

School Public Relations



Explaining Rising Costs in the Face of Declining Enrollments

Why do education costs rise when enrollment is declining? The community needs help in understanding this if they are expected to support increased budgets, tax increases and bond issue proposals. In Topeka, Kansas, the district business office and public information staffs worked together to develop a pamphlet for distribution to the community—parents and non-parents—which explains, in as simple terms as possible, what is happening to the school budget, what the effect will be on local taxes, and what outside forces are influencing the budgeting process.

"Keeping the Lid on the Budget" explains each of the following factors which contribute to the rising costs:

Inflation—This section includes a chart that shows the percentage of increase over the past five years for cost of living, the school budget and local property tax. It points out that the district has been cutting back (and tells how), but inflation is still pushing costs up.

Highly Qualified Staff—This section points out that as staff reductions are made the more experienced teachers are retained, and they are also more expensive. However, their experience and talent provides a special bonus for district students.

Programs—This section describes how additional programs, mandated by the state and federal government or by the community, impact on school funds. (Such programs would include eduction of the handicapped, gifted and talented, Title IX, etc.)

Utilities—Included in this section is a discussion of utility costs and a chart illustrating that they have doubled in the past five years.

Building Costs—Pointing to a district-wide decline of 500 students as an example, this section explains that it takes a number of years to actually reduce even a few classrooms when the figure of 500 is spread over the 50 school buildings in the district.

Don't Forget

Impact of Rising Energy Costs should be documented in all community budget information presentations. Charts showing increased costs in transportation—school busing—as well as heating and cooling school buildings will be worth hundreds of words! The impact of energy costs is one which the community can clearly understand as each individual is feeling this personally.

Distribution

Make certain that budget brochures are distributed throughout the school community, not merely to parents of students. Place this information in places where people gather and be certain that it is provided to the media—radio, television and the press.

Encouraging New Industry to Locate in Your School District

The Great Falls Board of Trustees of District No. 1 were interested in encouraging new industry to locate in the Great Falls area. They believe that outstanding schools contribute to the economic, social and cultural development of a community and that their school system had much to offer students and parents. The Great Falls school system decided to be more aggressive in presenting its educational story to firms considering development activities.

The Trustees hosted a luncheon and program and invited school, business and industry, and community leaders. Audrey Olson, information consultant for the district, prepared a brochure for those attending and for distribution to other interested groups throughout the year.

The brochure is entitled ***Challenging the 80's with Quality Education in the Great Falls Public Schools.*** It presents the following information:

Overview—This section presents goals for education in the district, finance sources and amounts, physical layout of the district's school facilities, staff breakdown and curriculum areas.

Program—This covers computer, career education, library/media, music, art, physical education and athletics.

Scholastic Achievement—Tells the story of the students and their testing scores, rank and advanced achievements.

Special Services—In this section, information on special education, Indian education, alternative programs, transportation and food service is outlined.

Post Secondary—Information on the vocational-technical center and adult education programs is provided.

Parent and Community Involvement—This section tells how the district works with community members to provide better services for students, parents, school staff and all community members.

Do You Need Public Relations Guidance?

Have you considered the benefits of belonging to the National School Public Relations Association? If you participate in NSPRA activities on the local, state and national levels and become familiar with the publications, subscription services, seminars and audiovisual packages available to you, you will realize why this organization has gained the respect of educators for more than 45 years.

Write to the National School Public Relations Association, 1801 No. Moore St., Arlington, VA 22209 to learn how you can advance the cause of education through responsible communication.

—Barbara Welter
manager
Division of Public Information

TRAFFIC & SAFETY EDUCATION

Identifying the Blindspots

An important concept for drivers to understand is that they have two blind spots. This concept can be clarified in the behind the wheel section of the program with two students and 50 feet of string. Show them exactly where and how big the blind spots are. The whole demonstration takes about five minutes.

When the students come to the car, one will get in and adjust the seat, mirrors, and seat belts, while the instructor ties the string to the outside mirror. Then the instructor explains that he/she is going to walk straight to the rear of the car with the string. The student should be able to see the instructor in both mirrors. With the string tight, the instructor walks counterclockwise past the right of the car until the student can no longer see him/her. At that point, the driver sounds his horn and the other students is placed in that spot. The instructor returns to the left side of the car and walks in a clockwise direction until the driver sounds his horn signifying that the instructor can no longer be seen, thus marking the beginning of the left side blind spot. When the exercise is completed, the students can clearly see what is meant when they are asked to "check your blind spots."

From Pete Sounza, Mason Schools
Mason, Michigan

It All Began at the 'Indy 500

The first Indianapolis 500 took place on Memorial Day, May 30, 1911. The winning car was driven by Ray Harroun, chief engineer at a major automobile manufacturing company.

Harroun's finish was historic, not only because it marked the beginning of a tradition in auto racing, but also because he drove a car which he himself had designed. His car had a tapered, streamlined rear section. The car was a small, light, nimble one-seater, while every other car in the race had a riding mechanic sitting next to the driver. On the tight oval track at Indianapolis, pit stops were possible at any time. The mechanic's only duty was to look back at traffic to help the driver maneuver. Harroun decided that a mirror would better serve this purpose.

Harroun had invented the rearview mirror; none of the other drivers had one. It gave him a great advantage in jockeying for position among the other drivers.

continued on page 8 . . .

PRIME TIME

. . . continued from page 7

Like the bicycle racers who managed to outlaw innovative bicycles from races in the 1930's, some of Harroun's competitors were not above squashing innovation when it was not to their advantage. They sought to disqualify Harroun's win on the grounds that his unusual car did not meet official requirements for entry in the race. One of their complaints was about his mirror.

After much controversy, Harroun was declared winner of the 1911 Indianapolis 500 race, but riding mechanics were made a requirement for the next year's race. Much publicity for the rearview mirror resulted from Harroun's battle for the winner's title. The rearview mirror quickly became a popular accessory on motor vehicles; eventually, laws were passed making it required equipment.

From "Bicycling"—June, 1980

Appreciation Certificate Available

The Montana Traffic Education Association has certificates of appreciation available for use by traffic educators in their public relations efforts. These certificates are 8½" x 11" and are suitable for framing. If you would like one, write to the Montana Traffic Education Association, 815 Stuart, Helena 59601.

Mileage Maker Tips

The "Mileage Maker Tips" leaflet is available, at no cost, in classroom quantities. It identifies ways to conserve gasoline by using the proper octane rating, checking tire pressure periodically, keeping brakes adjusted properly, maintaining the vehicle properly and acquiring safe driving skills that conserve fuel consumption. Write to Amoco Teaching Aids, MC 3705, P.O. Box 5910-A, Chicago, IL 60680.

The Physically Disabled Driver

Hand Controls and Assistive Devices for the Physically Disabled Driver is a booklet that provides the basics for a driving course for the disabled, glossary of terms, a review of types of devices and where to get and evaluate them. Price, $2.50, from Human Resources Center, Albertson, NY 11507.

—Curt Hahn
manager
Traffic Education

MATH & SCIENCE

Outstanding Biology Teacher

The National Association of Biology Teachers is again recognizing an outstanding biology teacher in each state. The recipient receives a research microscope donated by the American Optical Company. Nomination forms may be obtained by writing to Jim Cusker at Sentinel High School. The name of the 1980 recipient was Gaye Generaux of Box Elder High School who utilized an ESEA grant to develop two Bear Paw Mountains ecological study sites for her students.

Micro Computer Consultants

During the summer of 1980, 54 elementary, junior high and senior high teachers from throughout Montana were trained to utilize the micro-computer in science, mathematics and social studies computer assisted instruction. The summer institute was sponsored by the National Science Foundation and was implemented at Eastern Montana College, Montana State University and the University of Montana. Dr. William Stannard, math professor at Eastern Montana College, stated all teachers were prepared to implement awareness micro-computer workshops for interested school districts. The names of participants are listed for convenience: Jay Ashcraft, Forsyth; Jaswant Athwal, Frazer; Kyle Boyce, Missoula; Jack Brandon, Havre; Roger Brewer, Troy; Robert Briggs, Plains; Paul Carpenter, Lolo; Bernice Cordier, Columbia Falls; Richard Cowan, Columbia Falls; Wayne Day, Ulm; James Dettmann, Kalispell; Sue Dolezal, Stevensville; Margaret Ferguson, Helena; Douglas Ferkin, Bozeman; Diana Fisher, Deer Lodge; Michael Flynn, Alberton; Carl Fox, Bridger; Dean Gamradt, Fairfield; Aris George, Hingham; Delbert Greenfield, Hamilton; Bob Halgren, Florence; Terry Hoffer, Glendive; Larry Hyslop, Twin Bridges; Lona Johnson, Hinsdale; Edward Jones, Baker; Keith Jovanovich, Broadus; A. William Kindzerski, Fort Benton; Patrick King, Terry; Paula Kubic, Glendive; Frank H. Kunz, Valier; Marion Maloughney, Great Falls; Mary Jo McCoy, Lewistown; Fran McDermott, Billings; Vern McDermott, Billings; Stephen McHugh, Missoula; Richard A. Menger, Baker; Ellen Miller, Bozeman; Larry Moye, Sunburst; Don Musselter, Absarokee; Mike Myrhow, Boulder; Lynn Nordahl, Three Forks; Ryan Overbeek, Kalispell; Janice Pelton, Glendive; Barry Pollington, Highwood; Leon Roland, Billings; Larry G. Smith, Worden; Russell Steinebach, Great Falls; Glen Teeters, Alberton; Jack Ulrickson, Wolf Point; Daniel Weber, Missoula; Larry Wedel, Laurel; David Werdin, St. Ignatius; Jim E. Wichman, Ronan and Michael R. Wood, Superior.

Several of the National Science Foundation teachers are currently assisting the Office of Public Instruction to implement teacher and administrator awareness workshops throughout the state. For additional information concerning the workshops contact the Math/Science consultant, Office of Public Instruction, 1-800-332-3402.

Funds Available for Math/Science Programs

ESEA Title IV Grants Available for Math and Science. Math and science teachers are encouraged to apply for ESEA Title IV funds for developing and implementing math and science programs in school districts in Montana. Teachers may apply for ESEA Incentive grants for amounts of $500-$15,000 or adoption grants up to $7,000. Adoption grants cover all the cost of inservice training funds a district would encumber, if they wish to adopt a state or federal adoption program. The following programs are eligible for adoption:

Federal Programs in Mathematics: Project Catch-up; Comprehensive School Mathematics Program (CSMP); Computer-Assisted-Diagnostic-Prescriptive Program in Reading and Mathematics (CADPP); Conceptually Oriented Mathematics Program (COMP); CRAM: Compensatory Reading and Mathematics; Diagnostic Prescriptive Arithmetic (DPA); Every Student Every Day; Math Laboratories for Disadvantaged Students; Pre-Algebra Development Centers; Project R-3: Readiness, Relevancy and Reinforcement; STAMM: Systematic Teaching and Measuring Mathematics; A Systems Approach to Individualized Instruction (SAII).

State Programs: Columbus Math Project; AH-NE! Outdoor Science. Incentive grants should be innovative in nature or designed to enhance current math/science curricular areas. For assistance in developing grant applications or additional information contact the Math/Science consultant.

Career Education grants are available for school districts and science and mathematics grade levels with emphasis in career education. Grants range from $500 to $15,000. For additional information, contact the Math/Science consultant.

Math/Science grants funded during the October review for the 1980-81 school year include: *Forsyth Elementary Adoption Grant:* "Ah-Nei Outdoor Classroom," Project Director Diana Moon; *Chinook High School ESEA Title IV:* "Computers in the Classroom," Project Director Peter Scott; *Chinook High School:* "Career Education in Math and Science," Project Director Peter Scott; *Glendive ESEA Title IV:* "Micro-Computers for Elementary Teachers," Project Director Dr. Roy Pelton; *Plains High School ESEA Title IV:* Curriculum Improvement through Modern Technology," (Micro-Computers Math/Science) Project Director Jim Foster; *Libby High School ESEA Title IV:* "Computer Programming Curriculum," Project Director Bill Chalgren; *Bonner Elementary ESEA Title IV:* "Integrating Computer Assisted Learning into Math and Science Curriculum," Project Director Roy Hayworth; *Butte High School ESEA Title IV:* "Computer Assisted Instruction for Special Education Resource Rooms," Project Director Phil Madrago.

Free Materials

Reference on Activities, Research and Other Topics Related to Calculator Use: Calculator Information Center, 1980.

National Institute of Education Research and Instructional Strategies Reports, a) Diagnosis: Taking the Mathematical Pulse; b) Counting Strategies; c) Evaluation in Mathematics Education; d) Unlocking the Mind of a Child: Teaching for Remediation in Mathematics; e) Estimation and Mental Arithmetics; f) Sequence with Substance.

Checklist for Elementary School Science Dormitory Safety. Designed for Teachers and Administrators.

National Association of Biology Teachers Guidelines for the Use of Live Animals in the Classroom.

Ah-Nei the Special Classroom - An activity guide for science teachers interested in teaching outdoors.

Metric Packet comprised of ditto-masters made available through the National Council of Teachers of Mathematics (while they last).

Award Winning Energy Education Activities for elementary and high school.

Twenty-Sixth Annual Montana Science Fair Will be Held April 1981 at the U of M

The 26th Annual Montana Science Fair for junior high and high school students will be April 10 and 11 in the Harry Adams Field House on the University of Montana campus in Missoula.

There will be two important changes this year. The first is the creation of the silver medal award for the best exhibit by a freshman in high school. The second change is a requirement for advance approval by a Montana Science Fair board for any proposed experiment dealing with vertebrates. Teachers who have students contemplating this type of experiment should contact Dr. Leonard Porter, director of the science fair, as soon as possible.

The 1981 fair will feature 11 categories for high school students (grades 9-12), including biochemistry, medicine and health, microbiology, physics, engineering, mathematics, zoology, behavioral and social sciences, earth and space sciences, chemistry and botany. Students' projects will compete for prizes in each category.

Silver and bronze medals will be presented to grand award winners in the seventh and eighth grade categories. Gold medals will be given to the boy and the girl who are grand-award winners. They will receive an expense-paid trip to the International Science and Engineering Fair May 11-16 in Milwaukee, WI.

A total of 230 students entered exhibits in the 1980 Montana Science Fair last April in Missoula.

Grade-award winners at the 1980 fair, Jemae Bunyak of Sunburst and Matt Swanson of Missoula, won major awards at the International Science and Engineering Fair in May in St. Paul, MN. Bunyak was presented a $50 award for fourth place in microbiology and Honorable Mention award from the American Society of Microbiology. Swanson won a $100 award for third place in botany.

Registration forms and detailed scienc fair information will be mailed to schoo science teachers the first week in January. Applications must be received by March 30.

Requests for an information packet about the fair may be sent to the fair's director Dr. Len Porter, Department of Physics and Astronomy, University of Montana, Missoula 59812.

—Gary Hall
consultant
Math/Science

Montana Special Olympics and 1981 Winter Games

The Montana Special Olympics State Games will be held at Memorial Stadium in Great Falls May 20-23. Chuck Paul and Barbara McManus, Special Education teachers in the Great Falls Public Schools, will serve as co-games directors for the four-day event.

Competition for Montana's mentally handicapped youngsters and adults will be held in track and field, bowling, volleyball, swimming, frisbees and gymnastics. More than 1,200 athletes participated last year in Missoula from more than 75 Montana communities.

Montana will also send 12 athletes and four coaches to the 1981 International Winter Special Olympics Games in Stowe, VT Mar. 8-13.

A Montana Special Olympics State Basketball Tourney is scheduled for Mar. 6-7 in Butte at the Montana Tech Fieldhouse. Last year 23 teams participated from 12 Montana cities.

Soccer is also being continued across Montana this fall in cooperation with Coca-Cola Bottling Companies in several cities. A promotion of Winter Games within the state will highlight the winter season.

For further information and registration forms, write Don Byers, State Director, Montana Special Olympics, Inc., 2100 16th Ave. S., Great Falls 59405, 791-2272, or Chuck Paul, Games Director, Lowell School, 3117 5th Ave. N., Great Falls 59401, 761-3628.

Teacher Center News

The Western Montana Teacher Center will present a course on disruptive influences on learning, from 6 to 9 p.m. at the Teacher Center, 818 Burlington B101, Missoula. The following sessions are scheduled: Jan. 7, *Poor Self Esteem*, Debbie Bond, Counselor, Life Development Center, and Toni Smartt, Counselor, School Dist. 1, Missoula; Jan. 14 & 21, *Alcoholism and Drug Abuse*, Ira Figer, Counselor for the Drug and Alcohol Council for the State of Montana; Jan. 28, *Excessive Television/Influence of Advertising*, Jeffrey Balfour, Ph.D., Dept. of Psychology, U of M; Feb. 4, *Divorce*, Jean Duncan, Director of Missoula Community Coordinated Childcare; Feb. 11,*Death/Serious Illness*, Cathy Mrgudik, Educational Dir. of Hospice; Feb. 18, *Poor Nutrition*, Minke Medora, Nutritionist, Missoula; Feb. 25, *Teen Pregnancy*, Judy Smith Ph.D., Women's Resource Center; Mar. 4, *Child Abuse*, Sharon Brogan, M.S.W., Missoula Community Mental Health Center and Mimi Morgan, M.S.W., Missoula Soc. Welfare Dept. and Mar. 11, *Wrap Up*.

A three graduate credit option is offered by the University of Montana for those interested. Prepayment is needed by December 20. Checks may be sent to the Western Montana Teacher Center, 818 Burlington B101, Missoula 59801. Cost for credit participants is $40; non-credit participants, $20; entire series, $3 per session. Enroll by calling 721-1620.

Language Arts/Social Studies Conference K-12

Language Arts/Social Studies: the Key to Global Understanding is the theme for the Western Montana Teacher Center Language Arts/Social Studies Conference to be held February 21 at Big Sky High School in Missoula. The program for the conference will feature sessions on how language reveals culture, teaching global awareness, "Every Classroom is a Multi-Ethnic Classroom," and "I Spy: Formulas for Learning," a history learning workshop. Other workshop topics to be covered within the conference are "Montana Authors" by Bill Bevis, U of M; "There's an Old Trunk in My Attic" by Kristen Smyka, Hawthorne School, Missoula; and "Integrating the Language Arts with Social Studies" by Carolyn Lott, Loyola High School, Missoula.

The Language Arts/Social Studies Conference is endorsed and supported by the Office of Public Instruction, the Montana Association of Teachers of English, the Montana Council for Social Studies, the Five Valley Reading Council, and the Gallatin County Teacher Center.

Pre-registration begins at 7:45 a.m., February 21, at Big Sky High School, 3100 S. Avenue W., Missoula. Cost is $10 per participant. A limited number of dorm rooms are available for traveling participants. Call Western Montana Teacher Center, 721-1620, for reservations.

Asian Refugee Workshop

A workshop concerning the education of Asian Refugees will be held in conjunction with the Language Arts/Social Studies Conference. This workshop will provide 12 hours of inservice and eight additional hours of follow-up to be conducted in the spring.

A two-week curriculum building component for those who completed the above inservice will be in June, 1981. A final six-hour inservice program will be in August to inform original project participants of the products of the summer writing team and to allow time for information sharing and problem solving.

If interested in attending the Asian Refugee Workshop, write or call the Western Montana Teacher Center, 721-1620.

Teacher Center for Gallatin County

A Great Books Basic Leader Training Course will be held at the Teacher Center for Gallatin County from 9 to 3 p.m., Jan. 30 and 31. Fee is $10 for those within the Teacher Center service area and $28 for those from other areas. (The Teacher Center service area includes Gallatin, Sweet Grass, Park, Meagher, Broadwater, Jefferson and Madison counties.)

The course introduces participants to a method of reading and discussion that develops skill in interpreting works of literature. After completion of the two-day program, trainees receive temporary certification and can begin to lead Great Books discussion groups immediately.

To register for this workshop, call the Teacher Center 587-8181. The course fee should be submitted to the Center, 615 S. 16th St., Bozeman 59715, by Jan. 12.

Teachers to Share "Cheap Ideas"

Teachers in southwestern Montana will be meeting in the coming months to share ideas through a series of workshops entitled "Cheap Ideas for the Classroom."

The first workshop will focus on ideas for science classes and will be held Jan. 14, 4:30 to 6 p.m. Ron Haynes, director of the Center, and teachers attending the workshop will present ideas.

"Cheap Ideas" workshops will be featured in other subject areas in future months. Ideas about workshop topics may be submitted to the Center, 587-8181.

January Workshop Schedule

Jan. 6, *Grant Writing*, 9-3 p.m.; Jan. 14, *Cheap Ideas for Science Classes*, 4:30-6 p.m.; Jan. 30 & 31, *Great Books Basic Leader Training Course*, 9-3 p.m. ☆

When you have a foreign student live with you for a year, the world becomes more than the evening news.

We make it possible for you to have a foreign high school student live in your home for a school year.

The student gains a better understanding of the way you live. Your family, on the other hand, learns to see the world through someone else's eyes.

It's a loving, learning relationship that neither of you will ever forget.

For more information write to: AFS International/Intercultural Programs, 313 E. 43rd St., N.Y., N.Y. 10017.

Or call toll free (800) 526-7443. In New Jersey (800) 522-4503.

AFS International Exchanges for high school students.

We provide the students. You provide the love

Northwest Energy Education Management Handbook

Northwest Energy Education/ Management Handbook

The Northwest Energy Education/ Management Handbook, the product of a coordinated effort between the Region X Department of Education, the Bonneville Power Administration and the States of Alaska, Idaho, Montana, Oregon and Washington, is now available for distribution to local school districts in these states.

Each section of the handbook should be of interest to anyone who plays a role in shaping and implementing the education of northwest youth. It is written primarily to address the needs of teachers, administrators, support personnel and school board members as they initiate, develop, implement and evaluate meaningful energy education and energy management programs in the classrooms and school buildings.

Copies of the handbook will be made available to local school districts through the State Energy Education Coordinator. Coordinators in each of the five states will disseminate the publications. They will plan with local officials for in-service training on the implementation and effective use of the contents by all personnel involved in the education process.

You can obtain information on the handbook and its effective use by contacting the Social Science/Environmental Education consultant at the Office of Public Instruction, Helena 59620, 1-800-332-3402. ☆

Guide on Conservation and Renewable Energy

The Department of Natural Resources and Conservation has published an introductory guide to the use of conservation and renewable energy. *The Montana Renewable Energy Handbook* is designed for the homeowner and anyone interested in exploring energy alternatives and would be appropriate for use as a supplementary text in secondary schools.

The *Handbook* contains the facts behind the use of renewable energy, enabling the reader to ask the proper questions and make the necessary decisions preliminary to actual construction. The *Handbook* includes conservation, ways to increase the energy efficiency of the home, and various means of using solar, wind, hydro, biomass and geothermal resources.

The *Handbook* contains 24 pages of pictures and descriptions of demonstration projects that have been built by Montanans through grants from the state's Renewable Energy Program. These projects, plus the 130 others funded with coal-tax monies, represent practical applications of the concepts discussed in the *Handbook*.

Libraries and secondary schools throughout the state will be sent copies of the publication. Additional copies of the free publication are available by writing Renewable Energy, Capitol Station, Helena 59621, 449-3780. ☆

Space Age Encounters

The pictures were from a spacecraft that had traveled millions of miles through the solar system; the lecturer was speaking from California; but, the students were listening and watching from their own classroom in Helena.

Recently, the fifth- and sixth-graders from Smith and Jefferson schools who are enrolled in the Gifted-Talented Program listened and talked to Bob Wilkins, a space scientist at NASA's Jet Propulsion Laboratory.

Wilkins sent a series of slides to the schools to accompany his lecture. Then, Wilkins talked to the students through the tele-explorer, a special telephone hookup that allows schools to set direct-line communications with experts anywhere in the nation. Space exploration, including the Saturn fly-by, was discussed as the students looked at the slides on a screen. With the flick of a switch and a microphone, students were able to talk to Wilkins and ask him questions later. Other students in the state may soon be talking to experts in various fields across the country about a variety of subjects, since the tele-explorer hookup may be available to schools.

Sharon Walker, Project Promise teacher, arranged the special lecture. She learned of this technique while attending an aerospace education teacher workshop at Carroll College this summer. The workshop is one of six aerospace workshops sponsored annually by the Montana Aeronautics Division. Other workshops are held in Havre, Great Falls, Butte, Bozeman and Billings.

Sixty-one Montana educators, who had participated in previous workshops, had their own encounter with history on November 11 and 12. They were part of a select group of educators invited by NASA on a nation-wide basis to attend the Saturn Encounter Educators Conference at the NASA Jet Propulsion Laboratory in Pasadena, CA. The conference was held to enhance the special event of the spacecraft Voyager I making its closest approach to the ringed planet of Saturn and its major satellites.

Conference participants were able to observe the data received from Saturn. They also visited with space scientists who were on hand to discuss the information as it arrived from the tiny spacecraft across one billion miles. It took an hour and a half for the radio signals being sent by a 10-watt transmitter to reach earth.

The educators were given tours of Jet Propulsion Laboratory test facilities and the Voyager Mission Control Center.

An Air Force airlift, obtained through the Civil Air Patrol and coordinated by the Montana Aeronautics Division, was used to transport the Montana educators without charge to the conference. ☆

UNDATE EDUCATION

Free Camera and Education Project Teacher Guide

A Polaroid camera and the Polaroid Education Project Teacher Guide may be awarded to your school, if you take advantage of this offer from Polaroid. In order to qualify, proof of purchase for 20 packs of SX-70 film or Time-Zero Supercolor film must be furnished. Two free One Step Land Cameras and the teacher's guides will be provided on a first-come, first-serve basis. The teacher's guides contain more than 100 pages of photography-based learning activities. For more information, contact Marnie Samuelson, publicity manager, Polaroid Education Project, S49 Technology Square, Cambridge, MA 02139, 617-577-478S.

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High School Tuition Not Waived

In an opinion issued in October, the Attorney General ruled that "individual tuition for a high school pupil attending a high school outside of his district or residence may not be waived on the ground that the parent pays $200 or more in district and county property taxes during the preceding school fiscal year for the benefit and support of the district in which the pupil will attend school."

Montana law allows high school pupils to attend high schools outside of their district of residence, but the law has no provision for the kind of tuition waiver which was in question.

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Students Fellowships For Scientific Study

The Montana Division of the American Cancer Society is again sponsoring a limited number of student fellowships for summer 1981. The purpose of these fellowships is to permit talented high school students to use the summer months for scientific endeavor. Students may work on established research projects under the supervision of a scientist or may undertake a small project of their own design. Information forms are available by writing to the American Cancer Society, Montana Division, Inc., 2820 First Ave. So., Billings S9101.

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Resources for Parents and School Professionals

The National Committee for Citizens in Education has a growing list of publications for parents, citizens and school professionals. Among the resources NCCE offers are the following: "Network: The Paper for Parents"; a series of handbooks which inform parents about becoming involved in important school issues; the Parent Rights Care, a state-by-state, pocket guide to the 21 rights parents may have in local public schools; the book *You Can Improve Your Child's School.* Publications may be examined free for 30 days by writing National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044, 301-997-9300.

★

Attention Teachers Interested in Shakespeare Resources

Once again, resource packets for the PBS Shakespeare series will be sent to all identified junior and senior high school libraries. The packets contain a record, printed teaching aids and posters for each play. The packet for *Hamlet* has already been sent. If your librarian has not received a copy, call theEnglish/language arts consultant, 1-800-332-3402. More packets will be coming soon to accompany other offerings for this season.

China Physical Education and Sports Study Tour

The Institute of Comparative Physical Education is offering a "1981 China Physical Education Sports Study-Tour" in cooperation with the government of the People's Republic of China. Participants in the program will depart from North America on June 23 for three weeks of study. The schedule involves over S000 miles of travel within the boundaries of the People's Republic of China. Academic highlights include direct observation of classes; exchange seminars with Chinese teachers, coaches and athletes; and tour and analysis sessions of sports medicine facilities, acupuncture clinics, sports schools, national training sites, recreation and industrial centers. Interested persons may contact China Section, The Institute of Comparative P.E., Concordia University, 7200 Sherbrooke St., W., Montreal, Quebec, H4B 146, (S14) 482-0320, ext. 732.

Student of the Month and Year Program

The Fairview Consolidated Schools have initiated a Student of the Month—Student of the Year Program for students who have demonstrated scholarship, leadership and participation in school activities. The program grew out of a concern that not enough recognition was afforded to those who exhibited positive characteristics in the three areas listed above. Each of the students of the month will receive a "Student of the Month" T-shirt and lunch with the superintendent at the local pizza house. The students of the year will receive a $S0 savings bond. The recipients of the award for the first month of the program were Todd Moffitt, Candace Fink and Raymon Skogen.

Free School Safety Patrol Insurance

The Montana Automobile Association is providing a new community service—School Safety Patrol Insurance. The association will cover up to $3000 payable for loss of life, two limbs, sight of both eyes or loss of one limb and sight of one eye for the children or adults who perform on a school safety patrol. The association will also pay the premium for the schools as a community service. If interested in free school safety patrol accident insurance, contact the Montana Automobile Association, Box 4129, Helena or call toll free 1-800-332-6119 or 442-5920 in Helena.

Discover Other Cultures Through Culturgrams

Have you been searching for information on different cultures? If so, then check-out Culturgrams—four-page culture capsules published by the Language Research Center at Brigham Young University. A Culturgram focuses on people and briefly describes greetings, visiting, eating, etiquette, gestures and other information which brings an understanding of world neighbors. The material in a Culturgram is carefully researched, compiled, edited and reviewed by international students, university faculty, and cultural experts throughout the country. Culturgrams are available for 70 cultures. A complimentary copy of Culturgram, a complete publications list and an intercultural communicator resources brochure may be obtained by writing BYU/LRC, 246, B-34, Provo, UT 84602 or call (801) 378-2651.

VIEW Hard Copy Now Available

A second delivery system for VIEW information has been added to the program. All VIEW cards have been updated and printed on hard copy. Material is issued in loose-leaf notebook form to permit update and expansion for all schools in the state, even those that may not have a microfiche reader.

Funding for cost of printing this information is provided by Montana State Occupational Information Coordinating Committee (SOICC). Production of updated VIEW cards will begin as soon as the masters are returned from the printers. As cards are reproduced, they will be sent to user programs. Participating schools will receive the hard copy in addition to updated VIEW cards. If you have questions, call the VIEW consultant, Office of Public Instruction, 1-800-332-3402.

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Awards Presented for Service to Education

The Montana Association for Health, Physical Education, Recreation and Dance recently presented service awards to the Montana Department of Fish, Wildlife and Parks for their contributions to education in Montana schools. Bob Bird and Vince Yannone were recipients of individual awards and Keith Colbo, director of Fish, Wildlife and Parks accepted the departmental award which was presented by Spencer Sartorius, MAHPERD president.

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Community Education Program Descriptions Available

The Office of Public Instruction has published brochures describing the community education program at four model sites: Bozeman, Browning, Broadview and Libby. Each description includes a brief history, the development of community education in each community, job descriptions of the community education coordinator, funding sources, programmatic details, the organizational scheme and benefits to the school district. Copies of all four or any one of the models may be obtained from the Community Education consultant, 1-800-332-3402.

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Institute of Comparative Physical Education

The Institute of Comparative Physical Education announces plans for study of Sweden's advanced system of fitness. The course will be May 30-June 13, 1981 and is open to physical education teachers, coaches, fitness instructors, graduate students, sports administrators, exercise physiologists and other professionals.

Individuals interested in enrolling should immediately contact the Instutite of Comparative Physical Education, Concordia University, 7200 Sherbrooke St. W., Montreal, Quebec, H4B 1R6, or call (S14) 482-0320, ext. 733. ★

Audio Visual Catalog Available

The 1980 edition of the audio visual materials catalog of the Department of Health & Environmental Sciences Film Library is now available. Cost is $3.S0 per copy, payable in advance. Requests for the catalog, accompanied by a check or money order, should be addressed to Department of Health & Environmental Sciences, Film Library, Cogswell Building, Helena S9620.

There is no charge for use of the materials. Users are asked to pay postage or U.P.S. charges when they return the materials.

Preventive Health Education Effects Attitudes

The American Lung Association of Montana has a wide range of free up-to-date materials and programs for both students (K through 12) and teachers. Subjects range from pollution control, to understanding asthma in children, to the effects of smoking on the body, both long range and immediate.

For details write: American Lung Association of Montana, 825 Helena Ave., Helena 59601, 442-6556.

Workshops for Special Ed Directors and Federal Project Accountants

Workshops are scheduled for special education directors and federal projects accountants regarding application procedures under Education of the Handicapped Act (EHA) for fiscal year 1981. Workshops will focus on specific procedures for EHA Part B, Part D and the Preschool Incentive Grant under Part B. Fiscal accounting procedures will also be discussed; therefore, accountants and/or school clerks are encouraged to attend.

The meetings are tentatively scheduled from 9 a.m. to 3 p.m. for Jan. 13 in Kalispell, Jan. 14 in Helena and Jan. 16 in Billings. For further information, contact the Special Education Unit, Office of Public Instruction, 1-800-332-3402.

Calendar

January

1	New Year's Day
12-13	Board of Public Education-*Helena*
21	ESEA Title IV, Title II, Career Education and Nutrition Education grant applications due
23-24	Divisional Speech Meets
25-31	Montana's "Week of the Arts"
26-27	Montana High School Assn. Annual Meeting - *Helena*
30-31	State Speech Meets (AA, A, B, C) State Swim Meet
30 or31	State Gymnastics Meet (A, B, C)
30	Montana School Testing Service Order Form Deadline

February

1	Deadline for MEA constitutional amendments
6-7	State Wrestling Tournaments (A, B, C)
8-14	National Vocational Education Week National VICA Week National OEA Week National FFA Week
9-10	Board of Public Education - *Helena*
12	Lincoln's Birthday
16	Washington's Birthday
20-21	State Wrestling Tournament (AA) State Gymnastics Tournament (AA)
28	Applications for School Food Service Equipment Assistance Funds due

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Montana's Teacher of the Year

Seeley Lake junior high teacher Clifford L. Nelson has been named "Montana Teacher of the Year."

"The basic function of a school is learning, not teaching," Nelson said. "That learning process may encompass a whole range of activities: mastering basic skills of literacy and computation; listening to other points of view and expressing one's own perceptions; acquiring characteristics of self discipline and social responsibility; exploring the edges of individual creativity. Yet in none of these areas can I as a teacher claim unequivocally that I have taught a child to achieve any of these. The key to the learning process always lies within the child himself." Nelson was selected for excellence in teaching and his positive interaction with students, school personnel and the community.

For the past six years, Nelson has taught junior high language, arts, mathematics and science at Seeley Lake Elementary School. Nelson's emphasis on writing and speech skills in his English classes has resulted in a school newspaper, a junior high debate club, an all-school creative writing contest and junior high drama productions.

"My philosophy of teaching can only be adequately expressed in the relationship of communication and caring between myself as an individual and the young people I work with professionally," Nelson said. "My concern and interest in their welfare and growth is not confined to the classroom or the dictates of the school day and curriculum, and ultimately the awareness and enjoyment of those mutual relationships is the only true reward that carries meaning for me from year to year."

A native of North Dakota, Nelson graduated summa cum laude from Concordia College in Moorhead, Minnesota with a B.A. degree and received an M.A. in American history and a Ph.D. from the University of Nebraska. He also received an elementary teaching endorsement from the University of Montana.

As a seasonal worker for the National Park Service, he assisted park historians in various research and exhibit projects and devised special visitor programs for children. He also wrote a children's book on the Custer Battlefield.

Nelson will be considered for the National Teacher of the Year award which will be announced in April 1981 at a White House ceremony in Washington, D.C. The "Teacher of the Year" is sponsored by the Council of Chief State School Officers, Encyclopedia Britannica and the *Ladies Home Journal*.